

| A | AUTUMN | SPRING | SUMMER |
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| Y1/2 | <p style="text-align: center;">TIMBRE & RHYTHMIC PATTERNS Theme: Fairy tales Music style: Classic music</p> <p>Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> Lesson 1 - A copy of the story 'The Three Little Pigs' A large space for children to perform their plays Lesson 2, 3, 4 and 5 - A set of untuned percussion instruments Lesson 5 - Video recording device (iPad) <p><u>Songs:</u> Lesson 1-3 - Three Little Pigs Lesson 4 - Peter and the Wolf https://youtu.be/6fBjh42PQdk</p> <p><u>Lesson Objectives:</u></p> <ol style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes. I can select suitable instrumental sounds to represent a character. I can compose and play a rhythm. I can recognise how timbre is used to represent characters in a piece of music. I can keep the pulse using untuned instruments. <p><u>Artist to be studied:</u> Sergei Prokofiev (Peter and the Wolf)</p> <p><u>Assessment:</u></p> | <p style="text-align: center;">MUSICAL ME Focus: Melody and Letter Notation Musical style: Folk</p> <p>Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> Lesson 1 and 2 - Untuned percussion instruments such as woodblocks and claves (one per pupil) Any additional instruments that can make a splashing or watery sound such as tambourines, bells, maracas, rain sticks, glockenspiels Lesson 3 and 4 - Tuned instruments, such as glockenspiels and chime bars, that have the note names written on them Lesson 5 - Tuned and untuned instruments Video or audio recording equipment <p><u>Song:</u> Once a Man Fell in a Well - https://youtu.be/zN_9OvRNCKA</p> <p><u>Lesson Objectives:</u></p> <ol style="list-style-type: none"> I can sing and play an instrument at the same time. I can choose and play appropriate dynamics and timbres for a piece of music. I can use musical notation to play melodies. I can use letter notation to write my own melody. I can use timbre and dynamics in musical composition. <p><u>Assessment:</u></p> | <p style="text-align: center;">ORCHESTRAL INSTRUMENTS Theme: Traditional Stories Musical style: Orchestral</p> <p>Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch, and how changes in tempo can convey action.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> Lesson 2 - Untuned percussion instruments Lesson 3, 4 and 5 - Tuned and untuned instruments Lesson 5 - Video recording device (iPad) <p><u>Songs:</u> Lesson 1 - https://youtu.be/qe_rNpSxo_g The Three Bears (A Phantasy) Lesson 2 - https://youtu.be/TeQ_TTyLGMs Do you wanna build a snowman? Lesson 3 - Little Red Riding Hood (create own music for story and characters) Lesson 4 - Jack and the Beanstalk https://video.link/w/4y8Pb</p> <p><u>Lesson Objectives:</u></p> <ol style="list-style-type: none"> I can listen to and analyse an orchestral version of a traditional story. I can listen to and analyse a film musical version of a traditional story. I can select appropriate sounds to match events, characters, and feelings in a story. I can write a play script and select appropriate musical sounds to accompany it. |

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| | <p>Pupils with secure understanding indicated by: Playing/chanting along with the elements with prompting from the teacher.</p> <p>Pupils working at greater depth indicated by: Taking part with greater independence in all elements of the final composition.</p> | <p>Pupils with secure understanding indicated by: The ability to select instruments with different timbres, and the ability to compose and perform a piece using different dynamic levels.</p> <p>Pupils working at greater depth are indicated by: The ability to compose and perform a piece with a clear structure, and the use of multiple dynamic levels and combinations of different timbres</p> | <p>5. I can perform a story script with accompanying music.</p> <p><u>Assessment:</u> Pupils with secure understanding indicated by: Performing confidently using appropriate instrumental sounds.</p> <p>Pupils working at greater depth indicated by: Adding musical details to their performance using additional vocal sounds.</p> |
| Y3/4 | <p style="text-align: center;">SINGING Theme: Vikings</p> <p>The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> • Lesson 1 & 2 - Video recording device (iPad) • Lesson 3 - Untuned percussion <p><u>Recap:</u> Who were the Vikings? https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty</p> <p><u>Songs:</u> Lesson 1 & 2 - Dragon Ships - Out of the Ark Music - https://y4hall20.hallpark.net/wp-content/uploads/sites/115/2019/10/Dragon-Ships-Vocal.mp3</p> <p><u>Lesson Objectives:</u></p> <ol style="list-style-type: none"> 1. I can sing in time with others. 2. I can sing and harmonise in time with others. 3. I can recognise simple rhythmic notation by ear and by sight. 4. I can use simple rhythmic notation to compose a Viking battle song. 5. I can perform music with confidence and discipline. | <p style="text-align: center;">BODY & TUNED PERCUSSION Theme: Rainforests Music style: Body percussion</p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> • Tuned percussion instruments (one between two pupils) <p><u>Songs:</u> Lesson 1 - Rain sound by clapping - https://youtu.be/dcN1oMeFMJI Lesson 2 - Clapping Music by Steve Reich - https://youtu.be/YLn5-TIC-bA Lesson 3 - from 3 minutes 11 secs - https://youtu.be/QyElwkusTdo Lesson 4 - Rainforest Sounds - https://youtu.be/buPVkqvBkNE Lesson 5 - Cup Song from Pitch Perfect - https://youtu.be/6y1aOg_UO_A</p> | <p style="text-align: center;">PENTATONIC MELODIES & COMPOSITION Theme: Chinese New Year Music style: Folk music from China</p> <p>Revising key musical terminology, playing and creating pentatonic melodies, and composing a piece of music using layered melodies.</p> <p style="text-align: center;"><u>You will need:</u></p> <ul style="list-style-type: none"> • Lesson 1 - Space to dance! • Lesson 2 & 3 - Tuned percussion instruments, such as glockenspiels, chime bars, a set of hand bells • Lesson 4 & 5 - Untuned percussion instruments <p><u>Recap:</u> What is Chinese New Year? https://youtu.be/PXOS99vWI_o</p> <p><u>Songs:</u> Lesson 1 and 4 - Dragon Dance https://youtu.be/vi95ZTEHoL8 Lesson 2 - Jasmine Flower - Traditional Chinese Folk Song https://youtu.be/n9ArWpDSBJw</p> <p>AND</p> <p>What is the Pentatonic Scale? https://youtu.be/Oh3R1gfJZ-o</p> |

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| | <p><u>Assessment:</u> Pupils with secure understanding indicated by: The ability to join in with the performances confidently, and reasonably in time and tune.</p> <p>Pupils working at greater depth indicated by: The ability to join in with the performances confidently with a high level of accuracy in terms of timing and tuning.</p> | <p><u>Lesson Objectives:</u></p> <ol style="list-style-type: none"> 1. I can identify structure and texture in music. 2. I can use body percussion. 3. I can create musical rhythms using body percussion. 4. I can create simple tunes. 5. I can build and improve a composition. <p><u>Assessment:</u> Pupils with secure understanding indicated by: Having a completed piece of music with four different layers with an appropriate structure.</p> <p>Pupils working at greater depth indicated by: Interesting structure and texture and use of dynamics.</p> | <p><u>Lesson Objectives:</u></p> <ol style="list-style-type: none"> 1. I can learn about the music used to celebrate the Chinese New Year festival. 2. I can play a pentatonic melody. 3. I can write and perform a pentatonic melody. 4. I can perform a group composition. 5. I can perform a piece of music as a group. <p><u>Assessment:</u> Pupils with secure understanding indicated by: Working as a group to perform a piece of music.</p> <p>Pupils working at greater depth indicated by: Taking a lead role in a group to perform a piece of music.</p> |
| Y5/6 | <p style="text-align: center;">SOUTH WEST AFRICA</p> <p>Children learn ‘Shosholozza’, a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> • Lesson 2 & 3 - Tuned percussion instruments such as glockenspiels, xylophones or steel pans, or other tuned instruments such as keyboards or ukuleles • Lesson 3 - A large space to dance in • Lesson 4 & 5 - Djembes (traditional African drums) and/or any other drums – one for each pupil – if you have insufficient djembes and drums, use woodblocks or maracas • Lesson 4 & 5 - A metronome or online metronome - Link: Online metronome. | <p style="text-align: center;">COMPOSITION NOTATION Theme: Ancient Egypt</p> <p>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> • A tablet/camera to record the class performance • Lesson 3 & 4 - Tuned percussion instruments such as glockenspiels, chime bars, hand bells, etc. • Lesson 5 - Tuned and untuned instruments <p><u>Recap:</u> The History of Ancient Egypt https://www.bbc.co.uk/teach/class-clips-video/introducing-ancient-egypt/z6jrkmm</p> | <p style="text-align: center;">BLUES Theme: The History of the Blues</p> <p>Children are introduced to this famous genre of music and its history and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale and combine these to create an improvised piece with a familiar, repetitive backing.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> • Lesson 2, 3, 4 & 5 - Keyboard or chromatic glockenspiel (with two beaters) <p><u>Songs:</u> Lesson 1, 2, 3, and 4 - Moanin’ Lisa Blues from The Simpsons - https://youtu.be/V86xXwaqPOU AND Keeps on rainin’ by Billie Holiday - https://www.youtube.com/watch?v=vWQvOTleACw</p> |

Songs:

Lesson 1 - from 0:16 - Click Song by Miriam Makeba -

<https://youtu.be/vhgb60Qsjrs>

AND

Introduction to Xhosa Click Language

<https://youtu.be/lrk-XVCwGnI>

AND

“Shosholozza”

<https://youtu.be/2aFIQS4k3wo>

AND

Choir Performance of “Shosholozza”

<https://youtu.be/v4rahUIOLyw>

Lesson 2 - “Shosholozza”

<https://youtu.be/2aFIQS4k3wo>

Lesson 3 - African Dance Lesson

<https://youtu.be/Ewqg-3xJFdI>

Lesson 4 - Drummers of Burundi

<https://youtu.be/QNCqc3w8jBI>

Lesson Objectives:

1. I can sing a traditional African song unaccompanied.
2. I can use tuned percussion to play a chord progression.
3. I can use vocals or tuned percussion to perform a piece of music as an ensemble.
4. I can play call and response rhythms using percussion instruments.
5. I can create an eight beat break to play within a performance.

Artist to be studied:

Miriam Makeba

Assessment:

Pupils with secure understanding indicated by: Having created an eight beat break, which they play in the correct place.

Songs:

Lesson 1, 2 and 3- Walk like an Egyptian by The Bangles -

<https://www.youtube.com/watch?v=jr6fOhS123s>

Lesson 2 - Pupils create their own, improvised pieces of music and notate them using hieroglyphs.

Lesson 5 - Funeral March for Queen Mary I by Henry Purcell -

<https://youtu.be/xWRcx9LHBJU>

Lesson Objectives:

1. I can sing with accuracy, fluency, control and expression.
2. I can explore and use different forms of notation.
3. I can understand note length.
4. I can read simple pitch notation.
5. I can use hieroglyphs and stave notation to write a piece of music.

Assessment:

Pupils with secure understanding indicated by: Contributing meaningfully to the group performance and composition, including using hieroglyphic notation to show the structure of their piece.

Pupils working at greater depth indicated

by: Taking a leadership role within the group and ensuring everyone plays in time as well as using stave notation accurately to record the composition.

AND

So Many Rivers by Marcia Ball -

https://youtu.be/JLF9-AUI_OQ

Lesson 2 - 12 Bar Blues

<https://youtu.be/vx3N6tlz9N8>

Lesson 4 - The Blues Scale -

<https://youtu.be/CjJwxtahGtw>

Lesson 5 - SwissDutchManMusic - Piano Blues improvisation

<https://youtu.be/S8xXH6ZhDGc>

Lesson Objectives:

1. I can learn and understand the key features of Blues music.
2. I can play the first line of the 12-bar Blues.
3. I can play the 12-bar Blues.
4. I can play the Blues scale.
5. I can improvise with notes from the Blues scale.

Artist to be studied:

Billie Holiday

Assessment:

Pupils with secure understanding indicated by: Playing a selection of Blues scale notes out of order in their own improvisation.

Pupils working at greater depth indicated by: Playing a selection of Blues scale notes with some organisation in time to the backing track.

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| | Pupils working at greater depth indicated by: Having created a break which is eight beats long and accurately played in time. | | |
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| Y1/2 | <p style="text-align: center;">PITCH & TEMPO Theme: Superheroes Musical style: Film and television music</p> <p>Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> Lesson 1, 2, 3, 4 and 5 - Space for dancing! Tuned percussion instruments such as glockenspiels, chime bars, hand bells. <p><u>Songs:</u> Lesson 1 - Superman Theme Music - https://youtu.be/78N2SP6JFal Lesson 2 - Batman Theme Tune - https://youtu.be/srUXSzau1-A Lesson 3 - William Tell Overture - https://youtu.be/c7O91GDWGPU Lesson 4 - Wonder Woman Theme Tune - https://youtu.be/imc_qG8Re2Q Lesson 5 - The Incredibles Theme Song - https://youtu.be/2ZUHlir4Og</p> <p><u>Learning Objectives:</u></p> <ol style="list-style-type: none"> I can understand the concept of pitch. I can create a pattern using two pitches. I can understand the concept of tempo. I can create a superhero theme tune. I can perform confidently as part of a group. <p><u>Assessment:</u></p> | <p style="text-align: center;">WEST AFRICAN CALL & RESPONSE Theme: Animals Musical style: Call and response</p> <p>Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> Lesson 1, 4 and 5 - Tuned and untuned instruments <p><u>Songs:</u> Lesson 1 - African Safari Sounds https://youtu.be/x7ah_x3ZfPU Lesson 2 - Accralate by Kevin Macleod - https://youtu.be/sGnBk6Ou0xM Lesson 3-4 - Che Che Kule - https://youtu.be/XuOCaOFumNs</p> <p><u>Lesson Objectives:</u></p> <ol style="list-style-type: none"> I can create short sequences of sound. I can copy a short rhythm and recognise simple notation. I can learn a traditional song from Ghana. I can create rhythms based on “call and response”. I can add dynamics (volume) to a structure of rhythms. <p><u>Assessment:</u></p> | <p style="text-align: center;">PULSE & RHYTHM Theme: All about me Musical style: Pop music</p> <p>Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> Lesson 2, 3, 4 - A variety of percussion instruments or body percussion Lesson 5 - Instruments <p><u>Songs:</u> Lesson 1 - Syllables in my Name Game Lesson 2 - You’ve Got a Friend in Me by Randy Newman - https://youtu.be/OhG-2tQtdIE Lesson 3 - Can’t Stop The Feeling by Justin Timberlake - https://youtu.be/ru0K8uYEZWw Lesson 4 - Happy by Pharrell Williams - https://youtu.be/MOWDb2TBYDg Lesson 5 - Count On Me by Bruno Mars - https://youtu.be/6k8cpUkKK4c</p> <p><u>Lesson Objectives:</u></p> <ol style="list-style-type: none"> I can use my voice and hands to make music. I can clap and play in time to the music. I can play simple rhythms on an instrument. I can listen to and repeat short rhythmic patterns. I can understand the difference between pulse and rhythm. <p><u>Artist to be studied:</u></p> |

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| | <p>Pupils with secure understanding indicated by: Contributing to a group composition and performance and suggesting improvements to their work.</p> <p>Pupils working at greater depth indicated by: Taking a leadership role within their group.</p> | <p>Pupils with secure understanding indicated by: Using tempo, dynamics, and timbre in their piece. Playing in time with their group. Using the instruments appropriately.</p> <p>Pupils working at greater depth indicated by: Appraising someone else’s work using tempo, dynamics and timbre. Leading the group with ideas or during the performance.</p> | <p>Justin Timberlake</p> <p><u>Assessment:</u> Pupils with secure understanding indicated by: The ability to copy rhythms and play on the pulse.</p> <p>Pupils working at greater depth indicated by: The ability to make up rhythms without a verbal stimulus (i.e. not based on words).</p> |
| Y3/4 | <p>WHOLE CLASS INSTRUMENTAL PROGRAMME</p> <p>UKULELE with Lesley Charles Thursdays 1:15-2pm Starting - W/C 11.09.2023</p> <p>3 x 10-week programme per class</p> | <p>ADAPTING & TRANSPORTING MOTIFS</p> <p>Theme: Romans Musical style: Motifs</p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p> | <p>SAMBA & CARNIVAL SOUNDS & INSTRUMENTS</p> <p>Music style: Samba</p> <p>Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.</p> |
| | <p>JAZZ</p> <p>Musical style: Jazz</p> <p>Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm.</p> <p><u>You will need:</u> Lesson 2, 3, 4 and 5 – Tuned percussion instruments, e.g. glockenspiels, chime bars, hand bells.</p> <p><u>Recap:</u> What is ragtime?</p> <p><u>Songs:</u> Lesson 1 - Maple Leaf Rag by Scott Joplin – https://youtu.be/rBInnwV21DM Bare Necessities from The Jungle Book – https://youtu.be/8-5G8BcnRGM Lesson 2 – When The Saints Go Marching In by Louis Armstrong -https://youtu.be/wyLjbMBpGDA</p> | <p><u>You will need:</u></p> <ul style="list-style-type: none"> Lesson 2 - Tuned percussion instruments, e.g. glockenspiels, chime bars, hand bells. <p><u>Recap:</u> What do children know about the Romans? https://youtu.be/SajyHgJTy3E</p> <p><u>Songs:</u> Lesson 1 - Just Like a Roman - https://youtu.be/IYdoqFmJf6o Lesson 2 and 5 - Beethoven’s Fifth Symphony (1st Movement) - https://youtu.be/B7pQytF2nak</p> <p><u>Lesson Objectives:</u></p> <ol style="list-style-type: none"> I can sing in tune and in time. I can understand what a musical motif is. I can compose and notate a motif. I can develop and transpose a musical motif. | <p><u>You will need:</u></p> <ul style="list-style-type: none"> A variety of percussion or Samba instruments – enough for each pupil Untuned percussion instruments (four different types) A metronome or, check the link: Online metronome A whistle A video recording device <p><u>Songs:</u> Lesson 1 - “La Batucada de la batería de Virgen de los Reyes en el Heraldo 2020” - https://youtu.be/OjmiAltGYxk Lesson 2 - Rio de Janeiro Carnival 2012 - Sambadromo - https://youtu.be/D9tyzkUxBxQ Lesson 4 - https://www.bbc.co.uk/programmes/p011m9h9</p> <p><u>Lesson Objectives:</u></p> |

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| | <p>Lesson 3 – Ella Fitzgerald’s “One Note Samba” – https://youtu.be/Xa5PO5BpfkY Scatter Brained by Chris Norton and Frank Mizen – https://youtu.be/WnYFRO50nt0 Lesson 4 – Sing, sing sing by Benny Goodman - https://youtu.be/r2S1I_ien6A Jazz Motifs - https://youtu.be/6YOjVfDpRVs Lesson 5 – Jazz version – Mary Had a Little Lamb - https://youtu.be/alQr-HTeB6U</p> <p><u>Lesson Objectives:</u></p> <ol style="list-style-type: none"> 1. I can sing and clap a syncopated rhythm for a ragtime style song. 2. I can improvise a call and response. 3. I can scat sing using the call and response format. 4. I can create a jazz motif. 5. I can adapt a familiar tune using jazz rhythms. <p><u>Artists to be studied:</u> Ella Fitzgerald</p> <p><u>Assessment:</u> Pupils with secure understanding indicated by: Playing a swung rhythm using a tuned percussion instrument.</p> <p>Pupils working at greater depth indicated by: Confidently playing a swung rhythm of a familiar tune, adapting as necessary.</p> | <p>5. I can combine and perform different versions of a musical motif.</p> <p><u>Artist to be studied:</u> Ludwig Van Beethoven</p> <p><u>Assessment:</u> Pupils with secure understanding indicated by: Combining different versions of a musical motif and performing as a group using musical notation.</p> <p>Pupils working at greater depth indicated by: Combining different versions of a musical motif, identifying what would work well. They should also take the lead, ensuring that the group stays in time with each other.</p> | <ol style="list-style-type: none"> 1. I can recognise and identify the main features of samba music. 2. I can understand and play syncopated rhythms. 3. I can play syncopated rhythms as part of a group. 4. I can compose a basic rhythmic break. 5. I can perform rhythmic breaks within the samba piece. <p><u>Assessment:</u> Pupils with secure understanding indicated by: Playing in time and with confidence; accurately playing their break.</p> <p>Pupils working at greater depth indicated by: Leading their section when performing their break; self-correcting if they are playing out of time.</p> |
| Y5/6 | <p>DYNAMICS, PITCH & TEMPO Theme: Fingal’s Cave by Mendelssohn Musical style: Classical</p> <p>Appraising the work of Mendelssohn and further developing improvisation and composition skills.</p> <p><u>You will need:</u></p> <ul style="list-style-type: none"> • Lesson 2 and 3 - Tuned percussion instruments | <p>SONGS OF WW2 Focus: Singing</p> <p>Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p> <p><u>You will need:</u></p> | <p>THEME & VARIATIONS Theme: Pop Art</p> <p>Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments.</p> |

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| <p><u>Songs:</u> Lesson 1 - Fingal's Cave by Mendelssohn - https://youtu.be/zcogD-hHEyS Lesson 4 - Make it Rain by Angel City Chorale Massive Choir - https://youtu.be/2-gEHekI3Ds</p> <p><u>Lesson Objectives:</u> 1. I can appraise the work of a classical composer (Felix Mendelssohn) 2. I can improvise as a group, using dynamics and pitch. 3. I can improvise as a group, using texture. 4. I can use knowledge of dynamics, texture and pitch to create a group composition. 5. I can use teamwork to create a group composition featuring changes in texture, dynamics and pitch.</p> <p><u>Artist to be studied:</u> Felix Mendelssohn</p> <p><u>Assessment:</u> Pupils with secure understanding indicated by: Following the conductor to show changes in pitch, dynamics, texture.</p> <p>Pupils working at greater depth indicated by: Including performance aspects that include pitch and dynamics together/ alliteration or metaphors in spoken word.</p> | <ul style="list-style-type: none"> • Voices <p><u>Songs:</u> Lesson 1 - Pack Up Your Troubles In Your Old Kit Bag - https://youtu.be/kEkuUJ1-Qvg We'll Meet Again by Vera Lynn - https://youtu.be/HsM_VmN6ytk Lesson 2, 3, 4 and 5 - White Cliffs Of Dover by Vera Lynn - https://youtu.be/89487uG13Ro</p> <p><u>Lesson Objectives:</u> 1. I can use musical vocabulary to identify features of different eras of music. 2. I can improve accuracy in pitch and control, singing with expression and dynamics. 3. I can identify pitches within an octave when singing. 4. I can use knowledge of pitch to develop confidence when singing in parts. 5. I can notate a melody using pitches up to an octave.</p> <p><u>Artist to be studied:</u> Vera Lynn</p> <p><u>Assessment:</u> Pupils with secure understanding indicated by: Following the scores with a good sense of timing, reflecting the timing of the song they are singing. Recalling the counter-melody line.</p> <p>Pupils working at greater depth indicated by: The ability to notate without support, and knowledge of note names.</p> | <p><u>Songs:</u> Lesson 2 - The Young Person's Guide to the Orchestra - https://youtu.be/dcm-1UP5O2Y</p> <p><u>Lesson Objectives:</u> 1. I can explore the musical concept of theme and variations. 2. I can compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'. 3. I can use complex rhythms to be able to perform a theme. 4. I can play TIKI-TIKI, TI-TIKI, and TIKI-TI rhythms in $\frac{3}{4}$ times. 5. I can use music notation to create visual representations of TIKI-TIKI, TI-TIKI, and TIKI-TI rhythms.</p> <p><u>Assessment:</u> Pupils with secure understanding indicated by: Drawing the rhythms accurately. Showing a difference between each of their variations. Showing good creativity in finished product.</p> <p>Pupils working at greater depth indicated by: Were able to perform their own and others' rhythms accurately.</p> |
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